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ABSTRACT

This self-study was conducted at Front Range Community College (Colorado) and completed under the provisions of the Colorado 1996 Higher Education Quality Assurance Act. The report is divided into six sections, one for each required accountability indicator: (1) Business Partnerships and Satisfaction; (2) Faculty and Staff Development; (3) Providing Access to Education through Flexible Scheduling, Technology and Other Means; (4) Enhancing Campus Diversity; (5) Student Satisfaction with Academic, Administrative and Student Services; (6) Responsiveness to Community Needs. Overall, the following comments may be made from the information for the academic year 1997-98: (1) the college continued to experience significant increases in community partnerships; (2) expenditures for staff development increased more than $85,000 since 1996-97; (3) enrollments increased in telecourses or non-traditional enrollment, but compressed courses declined in total course offerings; (4) minority student enrollment at the college exceeded its service area availability of minority college age students, except for Hispanic students; (5) student satisfaction with instruction received a 97% rating; and (6) career planning/guidance and course advising continued to show a decline in the level of satisfaction. (EMH)

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FRONT RANGE COMMUNITY COLLEGE

QUALITY INDICATORS REPORT

ACADEMIC YEAR 1997-98

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FRONT RANGE
COMMUNITY COLLEGE
Excellence and Diversity

Summer 1999

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INTRODUCTION

Front Range Community College has now completed its second year of analysis under the provisions of the Higher Education Quality Assurance Act (HB 96-1219). This report has been completed for information pertaining to the 1997-98 academic year. While the original analysis for the 1996-97 involved both state and State Board performance indicators, the changing leadership in the legislative and executive branches resulted in significant revision of performance criteria in some of the indicators. At the time of publication of this report, a number of the state indicators were still under public comment and revision. These specific indicators will require additional responses by the college when they are finalized and distributed in final format.

Despite pending changes, the State Board and Community Colleges continues the use and review of the indicators it originally established for 1996-97. These pertinent indicators include:

- Business Partnerships and Satisfaction
- Faculty and Staff Development
- Providing Access to Education through Flexible Scheduling, Distance Education Technology, and Other Means
- Enhancing Campus Diversity
- Student Satisfaction with Academic, Administrative, and Student Services
- Responsiveness to Community (Service Area) Needs

The college continues to refine is efforts to collect and review the myriad of information necessary for these accountability activities. The information presented is the culmination of not only the efforts of the individuals and departments responsible for the functional areas, but the internal structure that was developed in reporting the information, as well as providing the means to implement changes that will ultimately enhance the college's performance. This process may be best defined as continual improvement not only in process but also in results.

EXECUTIVE SUMMARY

Front Range Community College began its efforts a year ago to implement the accountability standards outlined in the Quality Indicators mandates. The college has now partially finished its second year of reporting this performance for 1997-98. However, significant external changes have resulted in a number of statewide indicators still under revision and unreportable at this time.

Despite these changes, the college reported critical information for the following CCCOES indicators:

- Business Partnerships and Satisfaction
- Faculty and Staff Development
- Providing Access to Education through Flexible Scheduling, Distance Technology, and Other Means
- Enhancing Campus Diversity
- Student Satisfaction with Academic, Administrative, and Student Services
- Responsiveness to Community (Service Area) Needs

These six indicators provide the substance to the content of this report in these performance areas. Critically, the indicators have increasingly become a basis for yearly comparison on institutional performance.

Despite limited reporting of only six indicators to the original fifteen established last year, the college continues to achieve its role and mission. There still remain areas of instructional programming and support that require constant vigilance for the future. Overall, the following comments may be made from the information for the academic year 1997-98:

- The college continues to experience significant increases in the community partnerships with the communities it serves. Equipment donations, contributions of time and expertise, and program development with industry partners are significantly evident in the college's operation.
- The enhancement of the college's human resources continues to be a priority. Expenditures for staff development increased over $85,000 since 1996-97.
- While the college experienced some decline in flexibility of course offerings, increased enrollments and credit hour production occurred resulting in greater operating efficiencies.
- Increased enrollments also occurred in telecourses or non-traditional enrollment, but compressed courses declined in total course offerings.
- Minority student enrollment at the college exceeds its service area availability of minority college age students—except for Hispanic students. However, some improvement was made over the 1996-97 level.
- Minority staffing percentages exceed statewide and service area availability.
- Student satisfaction with instruction received a 97% rating. The lowest rating received was in the area of the availability of courses scheduled at convenient times.
- Students were most satisfied with their educational growth in the improvement of the ability to organize and to think critically. The lowest percentages of student satisfaction were in the area of knowledge and skills in mathematics, as well as in methods and achievements in

science. Comparatively, these areas of concern seem to be appearing consistently in student satisfaction responses.

- Student satisfaction with admissions/registration boasts rating of 95%. Conversely, career planning/guidance and course advising continued to show a decline in the level of satisfaction.

In reporting its performance for quality indicators, the college has recognized a number of areas of concern. It has begun to address and remedy those areas of concern addressed in last year's performance report. To illustrate, such activities have included the assignment of staff for professional development; initiating necessary revisions to the advising system; and improving collection and retrieval of data necessary for valid decision making and the assessment of institutional performance.

CCCOES QUALITY INDICATORS

Indicator 1: Business Partnerships and Satisfaction

A) Number of businesses served through specialized business and industry training; e.g., SBDC, Workplace Literacy, contract training, continuing education.

Over the last decade, Colorado's community colleges have become vital resources in economic and workforce development through a wide variety of services. Some colleges are screening and assessing potential new employees for businesses. Others are active in organizational assessment and the development of training plans. Still others have developed creative solutions to partner with businesses to deliver credit bearing degree programs. The purpose of the study was to explore the scope and depth of direct service to government and business provided by the Colorado Community College System's Business and Industry units.

FRCC Business & Industry Training Initiatives:

- Leading an initiative to determine employee-training needs in the long-term care industry (in partnership with CCD and ACC).
- Coordinating delivery of a statewide training program in "Contract Management" under a contract with the General Services System (in partnership with CCD).
- Working on workforce planning/downsizing issues with Gerry Baby Products and Kaiser Hill (Rocky Flats).
- Developing new marketing materials/strategies/product matrix for Institute for Community and Professional Development.
- Coordinating the second delivery of the 8-week DataTrain program – which prepares trainees for jobs in computer maintenance and repair at pay rates of $12-16/hour. This program produced revenues in excess of $50,000.
- Trained 75-100 faculty on Web CT.
- Launched on-line supervisory training program that resulted in the training for 50 participants.

The **Small Business Development Center (SBDC)**, at the Front Range Community College Westminster campus, offers one-on-one counseling and training assistance to mature, growth, and start-up enterprises through every stage of their development.

Jointly sponsored by Front Range Community College, the Colorado Office of Business Development, and the Small Business Administration (SBA), the SBDC works closely with local chambers of commerce, economic development groups, business incubators,

and other community, state and federal organizations to provide small businesses with confidential services at little or no cost.

Following are some of SBDC's services:

- Free confidential one-on-one counseling.
- Business feasibility analysis in management, marketing, and finance.
- Entrepreneurial seminars and programs.
- Business resource libraries with access to current business data, demographics, and technical and marketing research information.
- Strategic business plan development assistance.

Adult Literacy Program: Center for Adult Learning in Loveland, Center for Adult Learning in Fort Collins. The Front Range Community College Adult Literacy Program offers classes in GED preparation, English as a Second Language, Adult Basic Skills, Math, Reading and Writing to adults 16 years of age and older in Larimer County. Classes are conducted in Fort Collins on the FRCC campus, in Loveland at the Center for Adult Learning, in Berthoud at the Berthoud Public Library and in Estes Park at the Estes Park Senior Center. The program serves between 550 and 600 students each year. Classes are offered during the academic year and for 10 weeks in the summer and are free of charge. All program funds are earned through fundraising and contracted services to businesses and agencies in Larimer County.

This year was the first in which we contracted with Larimer County Employment and Training Services to offer GED and Adult Basic Skills classes to TANF (formerly Welfare) clients. The clients are allowed to count their time in class with us toward their work obligations under the Welfare Reform Act. The purpose of this is to support those adults and families whose skills are below employment levels, and often below levels necessary to take advantage of job training. Students are in class for eight hours each week and must show at least two hours of homework per week. Weekly attendance hours, ongoing comments on accomplishments and barriers, and monthly reports of progress are submitted to ETS coaches. The program is unique in the state and is being used as a model for other providers in building partnerships with their One-Stop Career Centers. During the 1997-98 academic year we served 40 students.

Number Of Businesses/Individuals Served By Business And Industry Training

Department:	Number of: Businesses	Attendees	Trainings
Adult Education (W)		7,625	523
Business & Industry (W)	56	5,361	
Small Business Development Center (W & L)	735	1,535	112
Workplace Literacy		40	

B) Extent of technical assistance provided to businesses.

The Corporate Partners Program is important because it helps to ensure that our standards of excellence will be met for the more than 18,000 regular students and 21,000 individuals trained through the Institute for Community and Professional Development last year.

The FRCC Foundation endeavors to be a liaison between the college and the business community to foster understanding and utilization of the college's program and services. The FRCC Foundation Board has initiated three Foundation Advisory Councils to work directly with the communities supporting the Boulder County, Larimer and Westminster Campuses. In total, the FRCC Foundation has thirty directors providing liaison support to the college, and assisting business to obtain the training and services desired.

The FRCC Foundation first works with businesses receiving training or training grant dollars through the Division of Community & Workplace Development (now the Institute for Community & Professional Development), then with new acquaintances to establish rapport, understanding, loyalty and potentially, philanthropic support. Corporate contacts resulting in philanthropic support become official corporate partners. The number of corporate partners has steadily increased, reaching 66 by the end of FY 98.

In addition to cash contributions, numerous companies throughout the college's service area have given generous in-kind contributions in the form of technical assistance, equipment and furnishings. Examples of in-kind contributions include:

- IBM donated office furniture valued at $54,000;
- The Bank of Boulder contributed office equipment and furnishings valued at $15,000;
- Larimer County, Jefferson County and Adams County dentists contributed time, supervision, and equipment for the Dental Assistant Program.
- Physicians and health care organizations contribute time, expertise, supervision, and equipment for the Nurse's Assistant Program.
- Each FRCC technical program has an advisory committee that is comprised of experts in the related fields of employment. Individuals throughout the Fort Collins area have contributed time and talent to these committees.

President's Office & Foundation Activities:

- Use of meeting rooms- College Hill Library is used for meetings by businesses in the vicinity of the Westminster Campus. Harmony Library and the Student Center are used frequently by businesses and associations in the vicinity of the Larimer Campus.
- Inter-governmental agreement with City of Westminster on facilities and services
- Participation of over 130 community members in focus groups held to determine if we are meeting community needs
- Provide information on training/educational opportunities to new companies moving to the area (normally requested from the economic development office in the area where the relocation may occur)
- Provide Colorado First grant information to new and existing businesses
- Foundation continues to assist in fundraising for the joint libraries in Fort Collins and Westminster
- Over 35 employees represent the college in 121 organizations
- 28 special requests for institutional service or related activities
- The college has hosted chamber of commerce events including business after hours at the Larimer, Longmont and Westminster Campuses in the last year.
- Numerous Rotary clubs and other civic organizations utilize the campus sites for weekly/monthly meetings.
- The Larimer campus hosted the Merit Badge University for the Boy Scouts of America in cooperation with the Fort Collins Rotary Clubs.
- The college was host to some legislative and political campaign events to increase awareness of individuals and issues.
- Host career and health fairs, dental clinics, winterization checks for automobiles and flu shots.

	Number of:			
Department	**Corporate/ Foundation Partners**	**FRCC Civic Memberships**	**Cash Donors since 1994**	**In-Kind Donors since 1994**
President's Office & FRCC Foundation	66	121	688	81

C) Numbers of students enrolled in college-sponsored workplace learning; e.g., cooperative education, school-to-career activities, internships, clinical experiences, and other work experience.

A significant number of the instructional programs of the college have a **clinical** component as an integral part of the curriculum. To illustrate, the associate degree program in nursing as well as, the certificate program in practical nursing, allows students the opportunity to practice skills, integrate learning, and apply principles during the actual care of patients. These experiences are in acute care, long-term care, and community-based health care settings. Similarly, the college's programs in dental assisting, respiratory therapy, and emergency medical services also provide extensive clinical experiences.

Community health care settings include three hospitals, five long-term care facilities, four clinics, four home health care agencies and five pre-school settings.

Like clinicals, **externships** provide Medical Office/Medical Assistant students with opportunities to practice skills, integrate learning, and apply principles during the actual care of patients. Externship care settings include: ambulatory services, physician offices, clinics and outpatient care facilities. Currently, there are contracts with 22 health care facilities that are willing to provide externship experiences.

The college also provides practical experience in the areas of work study and student hourly employment programs. Cooperative education is also offered for many programs to provide actual work experience.

The college's Ford Asset Program and Midas School-To-Work Program provide students the opportunity to learn critical automotive technology skills and to participate in dealer sponsored on-the-job-training.

School-to-Career activities were limited beyond those of Coop and Internships for FY98 because the college did not receive any School-to-Career specific money. However, through North Central Tech-Prep Consortium funding, many high school students were able to participate in work-based learning activities. FRCC is the fiscal agent and funds the leadership position for this Consortium.

Examples of Tech Prep funded activities:

- Twelve students from the Marketing program at Northglenn High School attended one of two training seminars at the MetroNorth Chamber of Commerce. The sessions were "Gaining Customers One at a Time" and "Success Through Sales and Marketing." Students were able to network with people from local businesses.
- Students from Career Enrichment Park in Westminster in the Horticulture and Environment program had multiple opportunities to interact with business people. For example, fifteen students attended Landscape Design Workshops by local landscape architects, and were able to meet one-on-one with them. Thirty students

attended the Pro Green Industry Show for two days. Students meet several potential employers, and were able to attend career research workshops. Fifty students designed and installed a garden show display for judging. The students met and worked with a landscape architect and five different suppliers of landscape materials. The business community responded so positively that the Executive Vice President of the Colorado Greenhouse Growers Association and a CSU extension agent met with teachers to set up twenty local intern training sites.

- Business people in the Brighton area gave tours and mock interviews to 115 ninth grade students from Brighton High School.
- The involvement of students at FRCC in experiential learning at the college is extensive as the following table indicates.

	ENROLLMENTS	CREDIT HOURS	FY FTE
Clinical Experiences	1,524	6,482	216.07
Cooperative Education	63	193	6.43
Internships/Externships	110	535	17.83

Indicator 2: Faculty and Staff Development

A) Existence of a faculty/staff development plan.

Front Range Community College has made a formal commitment to the professional development of its employees. The college is dedicated to providing development opportunities for all staff, at each of its sites. FRCC has a permanent administrator to oversee professional development. In the summer of 1998, three .3 FTE faculty positions were created with release time to coordinate professional development activities on respective campuses. Further, a Council for Professional and Organizational Development (CPOD) has been formed to help shape the development opportunities sponsored by the college. The Council oversees a myriad of activities related to professional and organizational development (see chart included in the appendix).

CPOD assesses the training needs of the organization and develops and implements the training plan. In 1997-98 they were provided a budget of $104,200 to pay for a variety of training options across the institution. A comprehensive training plan was designed by the Council and approved by the President's Cabinet. The allocated 1998-1999 budget increased to $182,106.

Tuition reimbursement scholarships continue to be made available through the State Employee Grant in 1997-1998 awards were made in the amount of $13,100, and affected 54 FRCC employees.

142 faculty members benefited from technology training provided through a CCHE Technology Grant last year. That reflects duplicated head count; some of those 142 faculty members participated in more than one class.

With a significant number of adjunct faculty, each campus of the college provides continuous faculty orientation and training to its part-time instructors.

B) Dollars earmarked for faculty/staff development.

In 1997-98, the following funds were allocated.

- Professional Development:
  - $101,576 for Faculty (includes sabbaticals)
  - $27,784 for Classified
  - $17,808 for Administrators
- Council for Professional Development—$41,500 budget dedicated to supporting faculty/staff professional development activities
- $5,350—Technology Grant Professional Development Mini-grants
- $112,255—Out-of-State Conference/Convention Funds
- $39,150—Faculty Technology Grant Professional Development Funds
- CCCS Training Equivalent numbers are not available at this time.

In the 1997-98 academic year, FRCC spent $345,423 for professional development for its 400 full-time employees—an average of $864 per employee.

In the 1998-1999 academic year, FRCC plans to spend $590,306 for professional development for its 400 full-time employees—an average of $1,476 per employee.

- $182,106—Employee Development Funds
- $45,000—Faculty Renewal Funds
- $41,500—Council for Professional Development dedicated to supporting faculty/staff professional development activities
- $25,000—Technology Grant Professional Development Funds
- $296,700 (estimate)—Conference/Convention Funds

Indicator 3: Providing Access to Education through Flexible Scheduling, Distance Education Technology, and Other Means

A) Proportion of courses at nontraditional times; e.g., other than between 8:00 a.m. and 4:30 p.m., M-F

Course Offering by Time of Day 1997 Fall and 1998 Spring *1996 Fall and 1997 Spring comparison in italics*	Courses		Student			
	#	% of total	Enrollment	% of total	Credit Hours	% of total
Morning (Start time before 8:00am)	*34* 34	*0.87%* 0.96%	*423* 500	*0.80%* 0.93%	*1,432* 1,601	*0.85%* 0.93%
Day (Start time between 8:00am and 4:30pm)	*2,034* 1,784	*51.91%* 50.17%	*30,208* 29,634	*57.43%* 55.14%	*97,936* 96,370	*57.81%* 56.04%
Evening (Start time after 4:30pm, Monday through Thursday)	*1,145* 938	*29.22%* 26.38%	*14,389* 13,878	*27.36%* 25.82%	*47,109* 46,691	*27.81%* 27.15%
Weekend (Friday evening and/or Saturday and/or Sunday)	*159* 147	*4.06%* 4.13%	*1,943* 2,407	*3.69%* 4.48%	*5,415* 6,351	*3.20%* 3.69%
Other (i.e., TBA, Distance Education, etc.)	*546* 653	*13.94%* 18.36%	*5,636* 7,325	*10.72%* 13.63%	*17,508* 20,952	*10.34%* 12.18%

A comparison of academic year 1997-98 data to1996-97 data indicates that the college experienced an increase in courses offered in the morning, on the weekend, and via distance education for a total increase of 5.39%. The decline in day and evening courses may be due to the large increase in these "flexibly scheduled" courses. Further, FRCC continues to work toward becoming more efficient in our course scheduling. For example, we offered fewer sections in 1997-98 but increased enrollments and credit hour production, thereby demonstrating better efficiency and productivity.

B) Proportion of courses in nontraditional formats; e.g., those courses other than face-to-face lecture and lab-based semester-long courses.

Distance learning classes include audio courses, telecourses, and computer on-line courses. The number of courses and enrollments has grown continuously. Distance learning classes meet the same standards as courses delivered via traditional means. As noted above, the number of nontraditional courses have increased from 1996-97 to 1997-98.

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Distance Education **1997 Fall and 1998 Spring** *1996 Fall and 1997 Spring comparison in italics*	Courses		Student			
	#	% of total	Enrollment	% of total	Credit Hours	% of total
Audio Courses	*3* 7	*0.1%* 0.2%	*18* 33	*0.0%* 0.1%	*54* 99	*0.0%* 0.1%
Multimedia	*0* 2	*0.0%* 0.6%	*0* 6	*0.0%* 0.0%	*0* 6	*0.0%* 0.0%
On-line Courses	*69* 117	*1.8%* 3.3%	*507* 1,171	*1.0%* 2.2%	*1,612* 3,757	*1.0%* 2.2%
Telecourses	*98* 114	*2.5%* 3.2%	*1,325* 1,591	*2.5%* 3.0%	*4,117* 4,908	*2.4%* 2.9%
Colorado Community College Online	*0* 8	*0.0%* 0.2%	*0* 10	*0.0%* 0.0%	*0* 31	*0.0%* 0.0%

The number of compressed courses that meet for less than a standard 15-week semester has declined. In fact, an analysis of the data indicates an increase of 5.4% in courses that met for ≥13 weeks. It is important to note, however, that FRCC continues to work toward becoming more efficient in our course scheduling and this increase may be a short-term effect of this efficiency process. The college's goal has been to offer more courses in a shortened time frame to allow students to concentrate their efforts and complete course objectives more quickly. However, as noted above, FRCC offered fewer courses and yet increased enrollment and student credit hours.

Compressed Courses* **1997 Fall and 1997 Spring 1998** *1996 Fall and 1997 Spring comparison in italics* (FTE Countable)	Courses		Students			
	#	% of total	Enrollment	% of total	Credit Hours	% of total
3 weeks or less	*161* 105	*4.1%* 3.0%	*1,286* 1,845	*2.4%* 3.4%	*2,462* 4,180	*1.5%* 2.4%
4 to 5 weeks	*156* 185	*4.0%* 5.2%	*1,807* 2,272	*3.4%* 4.2%	5,085 6,268	*3.0%* 3.6%
6 to 8 weeks	*178* 141	*4.5%* 4.0%	2,480 1,937	*4.7%* 3.6%	*7,417* 5,511	*4.4%* 3.2%
9 to 12 weeks	*389* 181	*9.9%* 5.1%	*5,525* 2,502	*10.5%* 4.7%	17,262 7,200	*10.2%* 4.2%
13 or more weeks	*3,034* 2,944	*77.4%* 82.8%	*41,501* 45,188	*78.9%* 84.1%	*137,174* 148,806	*81.0%* 86.5%

*These data are difficult to gather and only represent a close approximation of the actual figures.

C) Proportion of courses in off-campus locations other than college-owned or managed facilities.

While the following data indicate an overall decline in the percentage of off-campus courses, the decline is negligible and may be attributed to the increase in total distance learning courses.

Off Campus Courses **1996 Fall and 1997 Spring** *1996 Fall and 1997 Spring comparison in italics* (FTE Countable)	Courses		Students			
	#	% of total	Enrollment	% of total	Credit Hours	% of total
Off Campus Courses*	*56* 39	*1.4%* 1.1%	*451* 336	*0.9%* 0.6%	*1,355* 968	*0.8%* 0.6%

*Does not include Distance Education, Cooperative Education, or Independent Study.

Front Range Community College is learner-centered and strives to facilitate learning where, when, and how it best suits the needs of its diverse learning publics. The college values educational experiences both in and out of the classroom. Numerous programs have been designed to meet the flexible scheduling needs of students. In addition, most classes are offered at multiple times to include daytime, evening and weekend options. The college implemented its first distance learning offerings more than ten years ago. Today, its distance learning offerings are some of the most extensive in the Rocky Mountain region. In addition the college has offered extensive off-campus classes and an ever-expanding cooperative education program that incorporates internships, clinical experiences, service learning, and paid work experiences.

Indicator 4: Enhancing Campus Diversity

A) Availability of Programming to Promote Campus Diversity

Representing diversity in it the culture of Front Range Community College has been a major activity for the College. Whether in its curriculum, student activities, and staffing, the College consciously strives to represent the multitude of diverse backgrounds of the communities it serves.

A number of significant activities have been completed that reflect the college's commitment to its diverse populations:

- The college is increasing its support of disabled students through such innovations as Adaptive Computer Usage courses, which teach the students to use computers with special hardware and software adaptations
- The college became the first community college in Colorado to receive J-1 immigration authorization allowing international educational exchanges for foreign students, professors, and short term scholars. These exchanges provide FRCC students with international perspectives so crucial in today's global economy.
- The college continues to stress the enrollment of women students in non-traditional programs in its efforts to support gender equity
- Both in 1997 and 1998 Front Range Community College has been listed in the *Hispanic Outlook in Higher Education* magazine. Based upon select criteria, Front Range Community College was included in the list that "…identified colleges and universities nationwide that …offer outstanding opportunities to Hispanic students."
- The college actively participates in the CESDA minority recruitment program

- Front Range Community College coordinated the presentation of "Inroads Colorado"; a program for recruiting ethnic minority students into four-year programs of allied health, business, engineering, and science.
- Campus activities/celebrations the college sponsors include:
  - Women's History Month
  - Black History Month
  - Martin Luther King Day
  - Cinco de Mayo
  - International /World Fair Day
  - Global Fest
  - Staff training on diversity
  - Development of departmental diversity plans
  - International study tours
  - Handicap Awareness Day
  - Student Ambassador Program
  - Mailings and campus visit for at-risk groups
- The Larimer campus actively participates with the City of Fort Collins in sponsorship of community diversity activities.
- The college's Interpreter Preparation Program is recognized as an exemplary program in the region for facilitating the training of interpreters for the hearing impaired.

Through these activities and partnerships with external organization and groups, the College continually strives to enhance the learning and cultural environment for its student to function in a continually changing and diverse world.

B) Number of minority students as a proportion of college-age minorities in college service area.

The table below provides data that shows FRCC's fall 1997 minority enrollment was 15.4%, 2.1% above the number of ethnic minority service-area population. FRCC's minority percentage enrollment exceeds its service area availability of minority college-age students in all but one category, Hispanic students. The Hispanic FRCC enrollment was 1.3% below the service area availability. However, this statistic has improved over the percentage for 1996-97. FRCC's enrollments of Black students was 0.8% above the service area availability; American Indian student enrollment was 1.1% above the service area availability; Asian was 1.6% above service area availability.

Statistic	Black	American Indian	Asian	Hispanic	Total Minority	White, Non Hispanic	NRA	Unknown	Total
% Headcount	1.6%	1.6%	3.6%	8.7%	15.4%	77.1%	0.9%	7.4%	-----
% Available	0.8%	0.5%	2.0%	10.0%	13.3%	86.6%	-----	-----	100.0%

C) Number of full-time minority faculty and staff as a proportion of adult minorities in college service area.

The table below provides data that shows minority faculty, executive, and other professional staff comprised 17.0% of this category of full-time employees. Further, the following data demonstrates minority clerical, technical, skilled craft, and maintenance staff comprised 19.2% of this category of full-time employees. Both staffing area minority percentages exceed statewide and service area availability.

Faculty/Staff Category	
Faculty, executive, and other professional staff	
Minority faculty, executive, and other professional staff	36
Total faculty, executive, and other professional staff	212
Percent minority	17.0%
Statewide minority faculty, executive, and other professional staff availability	9.3%
Service area minority faculty, executive, and other professional staff availability	8.6%
Clerical, technical, skilled craft and maintenance staff	
Minority clerical, technical, skilled craft and maintenance staff	35
Total clerical, technical, skilled craft and maintenance staff	182
Percent minority	19.2%
Statewide minority clerical, technical, skilled craft and maintenance staff availability	19.1%
Service area minority clerical, technical, skilled craft and maintenance staff availability	17.4%

SUMMARY

Front Range Community College offers many opportunities for interested individuals to access programming that promotes ethnic diversity. Programming is available for students as well as staff through the Office of Student Life, instructional courses, and the Human Resources Office. FRCC reacts quickly to race and ethnic issues that may arise during the course of a year. Recruitment of students and staff from ethnically diverse backgrounds is highly encouraged. Overall, Front Range Community College works hard to assure ethnically diverse individuals feel comfortable and welcome at the college.

(The data source for student enrollment is the CCHE SURDS enrollment file. The data source for statewide and service area availability comes from 1990 U.S. census data. The employment data are from CCHE's Fall 1998 Staff Survey.)

Indicator 5: Student Satisfaction with Academic, Administrative, and Student Services.

Methodology: Front Range Community College assesses student satisfaction through the use of the Currently Enrolled Student Survey. This survey is used to determine student goals and information (Section 1), evaluation of college instruction (Section 2), evaluation of college services (Section 3), growth satisfaction (Section 4), and responses to miscellaneous questions (Section 5.) In the fall 1997 semester, the questionnaire was distributed to a random sample of 1,700 currently enrolled students. Of those mailed surveys, 115 were undeliverable and 384 completed surveys were returned, resulting in a 24% response rate.

A) Proportion expressing satisfaction with instruction.

Respondents were asked to rate college instruction using a 5-point Likert scale. Favorable percentages include those who rated the instruction as very good, good, or fair. Unfavorable percentages include those who rated the instruction as poor or very poor.

Category: College Instruction	n	Percent Favorable	Percent Unfavorable
11. Quality of instruction:	382	97.1	2.9
12. Instructor's knowledge of subject(s)	382	99.0	1.0
13. Course objectives & requirements made clear	380	97.2	2.8
14 Content of courses	381	97.6	2.4
15. Methods of instruction	382	95.0	5.0
16. Testing, grading	381	95.7	4.3
17. Class size	379	98.6	1.4
18. Availability of courses at convenient times	379	90.5	9.5
Category Average:		96.4	3.6

In addition, respondents were asked to rate their satisfaction, using a 4-point Likert scale, with their growth as a result of their two-year education. Responses were categorized as favorable (very satisfied, satisfied) or unfavorable (dissatisfied, very dissatisfied).

Evaluative Statement:

The college received a satisfaction rating of 97.1% for the instruction it provides to students. However, the lowest approval or satisfaction rating of 90.5% was in the performance area of

providing courses at convenient times. Despite this fact, student satisfaction in this area increased from the 1996-97 level of 86.2%.

Student satisfaction with growth and improvement in their performance may be noted in two significant areas:

- Ability to organize ideas (93.9%)
- Ability to think critically (93.1%)

Conversely, students indicated lower satisfaction rates in several other skill areas:

- Knowledge and skills in mathematics (82.5%)
- Knowledge and skills in science (86.4%)

Category: Growth Satisfaction	n	Percent Favorable	Percent Unfavorable
34. Ability to organize ideas	349	93.9	6.1
35. Ability to think critically	348	93.1	6.9
36. Ability to write with clarity	343	88.9	11.1
37. Ability to speak with clarity	344	90.4	9.6
38. Ability and skills in problem solving	341	91.2	8.8
39. Knowledge of methods and problems in the social sciences	301	88.4	11.6
40. Knowledge of methods and achievements in sciences	300	86.4	13.6
41. Knowledge and skills in mathematics	309	82.5	17.5
42. Awareness and appreciation of the arts and humanities	303	89.2	10.9
43. Awareness and understanding of ethics	305	91.2	8.9
Category Average		89.6	10.3

B) Proportion expressing satisfaction with administrative services.

Category: Administrative Services	n	Percent favorable of respondents who used the services	Percent unfavorable of respondents who used the services
30. Bookstore	368	87.2	12.8
31. Business office	157	96.2	3.8
32. Food Services	151	74.3	25.7
Category Average		85.9	14.1

Respondents were asked to rate administrative services, which include the bookstore, business office, and food services, using a 5-point Likert scale. Favorable percentages include those who rated the administrative services as very good, good, or fair. Unfavorable percentages include those who rated the administrative services as poor or very poor. Those respondents who indicated they did not use the service were excluded when calculating favorable and unfavorable percentages.

Evaluative Statement:

Student satisfaction with administrative services is not an area of significant concern. The lowest rating occurred in the area of availability of food services. The college has made substantive improvement in this area with the addition of food service facilities at its principal sites.

C) Proportion expressing satisfaction with student services.

Respondents were asked to rate student services using a 5-point Likert scale. Favorable percentages include those who rated student services as very good, good, or fair. Unfavorable percentages include those who rated the services as poor or very poor. Those respondents who indicated they did not use the service were excluded when calculating favorable and unfavorable percentages.

Category: Student Services	n	Percent favorable of those who used the	Percent unfavorable of those who used the service
19. Admissions/registration procedures	374	95.1	4.9
20. Career planning & guidance	253	81.7	18.3
21. Course advising	292	82.0	18.0
22. Financial Aid	159	85.3	14.7
23. Veteran's Office	24	95.5	4.5
24. Student activities	83	83.0	17.0
25. Job placement office	41	81.1	18.9
26. Assistance to disadvantaged	41	83.8	16.2
27. Library/learning resources center	238	89.2	10.8
28. Tutorial services	83	92.8	7.2
29. Ed. development courses/basic skills center	64	95.9	4.1
Category Average		87.1	12.9

Evaluative Statement:

Overall, student satisfaction with student services remains good to excellent. To illustrate, admission/registration procedures boast a 95% satisfaction rating. However, the areas of career planning/guidance and course advising declined from an approval rating of 86.6% to 84.1% respectively in 1996-97 to 81.7% and 82% in 1997-98.

Indicator 6: Responsiveness to Community (Service Area) Needs

A) Description of non-instructional programs/activities available to the community.

1. Front Range Community College avails its facilities and services to the communities it serves. Whether in assessing academic skills or providing day care services to its students and the public alike, the college strives to be an integral part of the communities that comprise its service area. The following examples indicate this continuing commitment:

   - Joint use libraries at both the Westminster and Larimer campuses
   - Testing services that range from academic placement to professional examinations
   - Development of a counselor-in-residence program for high school counselors to facilitate the dissemination of information about FRCC and its programs
   - Providing accessibility to its facilities to community groups and community members

Service to Community / Prospective Students	# served / # participants	
	LC	WC
Career Planning Workshop	437	116
Career Interest Testing and Interpretation	560	1531
Career Counseling / Job Search	601	500
Advising Services	7125	11605
Financial Aid Workshops	10	10
ASSET Test (Academic Assessment)	2322	3272
GED	67	539
ABE / Pre-GED Assessment	181	720
CLEP	N/A	N/A
ESL	224	254
Other Testing Services	0	471
Recruitment Presentations (High School / Community)	150/60	120/70

2. The **Small Business Development Center** (SBDC) provides counseling and training assistance to business enterprises through every stage of development. **Student organizations** participate/sponsor activities that are charitable, community service, fundraising, leadership, scholarship, arts/humanities, and business oriented. Lecture series and candidate forums are open for community attendance. **Student and employee volunteerism** include activities such as food drives, and community activity sponsorships such as *Art in Public Places*. Student groups in **health programs** and **Student Life** sponsor health care services. The **Dental Assisting programs** on WC and LC campuses provide year-round dental services at reduced rates. **Childcare services** (WC) are also available to community members. **Library services** are currently available to the community; library services are further enhanced for the community by the two joint use libraries with the cities of Westminster and Fort Collins.

Service to Community Educational and/or Supportive	# served / # participants LC	WC
Small Business Development Center (SBDC) (Calendar year 1996 / Westminster and Fort Collins)	498 (701 counseling hours)	
Student Organization Activities, Honor Societies	5 activities	118 activities
Health Care Screenings	60	
Dental Services (Exams/Restorative Care/Children)	93/234	185/208
Other Community Service Activities	10	

In addition, the college's commitment to its communities is further enhanced by the dedication and service of one of its most crucial assets: it staff. To illustrate, Front Range Community College staff actively belongs or participates in the following community groups:

- Adams County Mental Health Board
- Adams County Economic Development Council
- Black Chamber of Commerce
- Board of Directors, Community Education Center, Brighton
- Bollman Occupation Center Advisory Board-District 12
- Boulder Area Human Resources Association
- Boulder Chamber of Commerce and Manufacturing Council
- Boulder Valley Chapter of Medical Assistants
- Boulder Valley Rotary
- Broomfield Chamber of Commerce-Youth & Education Council
- Broomfield Economic Development Corporation
- Denver Art Museum
- Economic Development Association of Longmont (EDAL) and Human Resources Group
- Fort Collins Area United Way
- Fort Collins Early Childhood Learning Cluster
- Fort Collins Multicultural Commission
- Fort Collins Museum of Contemporary Art
- Fort Collins Rotary
- Greater Brighton Area Chamber of Commerce Education Committee
- Greater MetroNorth Quality of Life Commission
- I Have a Dream Foundation of Boulder County
- Interlocken Rotary
- Larimer Association for the Education of Young Children LAEYC
- Larimer County Adult Literacy Network
- Larimer County Early Childhood Council
- Longmont Chamber of Commerce
- MetroNorth Chamber of Commerce
- MetroNorth Development Council
- Mountain Plains Business Education Association
- Poudre Valley Hospital EMS Training Group

CONCLUSION

Front Range Community College continues to substantially satisfy the clients its serves in its communities. Student satisfaction with instruction continues to improve; the college continues to enhance the quality and quantity of the numerous partnerships its has with business and industry; its curriculum provides significant opportunities for service learning through practicums and field experiences, it has devoted increasingly substantial amounts of fiscal resources for staff training and development; it strives to deliver its curriculum well beyond the confines of the traditional classroom; it strives to incorporate the diversity of its communities in its programs, staff, and environment.

As it celebrates over thirty years of service, Front Range Community College has accomplished much since its modest beginnings at 62nd and Washington Streets in Denver. Whether in developing the special partnerships that result in the latest training opportunities in computer network support or enhancing the success of transfer students, the college continually strives to improve the quality of the programs and services it provides in a highly dynamic environment.

As with any successful organization, the success of the past may not be inherently assumed to be its hallmark for the future. Maintenance and improvement of the environments that result in high levels of satisfaction requires constant attention to the detail that explains success, but also to the areas that have yet to met the optimum. Whether in scheduling of classes, assessing the true impact of student learning, and continually enhancing the skills of staff to replicate what is most effective, the college never fully achieves its mission. It has accomplished much, but much remains to be done.